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tional values. A second purpose has been to sum up and organize the discussions and experiments in regard to the disciplinary value of studies.

It gives a good account of the discussion of formal discipline that has been going on for some years and though few would to-day accept the extreme view of the formalists it would seem that the author leaned rather far in the opposite direction. Too much confidence in the doctrine of nervous localization will lead in this direction.

Teachers will find it interesting reading and a valuable summary of the discussion.

**On Life After Death.** By GUSTAV THEODORE FECHNER. Translated into English by HUGO WERNEKE. A new edition revised and enlarged. Chicago: The Open Court Publishing Company. Pp. 134. 75 cents net.

Fechner, a professor of physics, was also interested in psychology and by combining the two became one of the founders of the science of "Psychophysics," based upon the interrelation between sensation and nervous activity. He believed in the immortality of the soul, but not in just the way most people are accustomed to think of it. He holds that the spirits of the dead continue to exist as individuals in the living, and though the reader may find the ideas expressed in an unusual way, they will certainly stimulate thought.

**Memories and Studies.** By WILLIAM JAMES. New York: Longmans, Green & Company. Pp. 411. \$1.75 net.

Professor James's son has done a good work in collecting a number of his father's popular addresses and essays in book form. Though everything found here has already appeared in print in magazines or otherwise, they were more or less inaccessible to the general reader. Professor James is always interesting and seems particularly so in the topics of this volume which are somewhat varied. The book is in splendid type and presents a very pleasing appearance. Teachers will find it not only interesting but instructive.

**The Teaching of High School Mathematics.** By GEORGE W. EVANS. Boston: Houghton, Mifflin Company. Pp. 94. 35 cents.

This volume is one of the Riverside Educational Monographs edited by Henry Suzzallo and treats in concise form of the following topics: The Modern Point of View; The Order of Topics; Equations and Their Use; Some Rules of Thumb; Geometry as Algebraic Material; The Graphical Method; The Bases of Proof in Geometry; The Method of Limits; Simpson's Rule and the Curve of Sections; The Teacher.

**The Teaching of Geometry.** By DAVID EUGENE SMITH. New York: Ginn and Company. Pp. 339. \$1.25.

An interesting book, giving Dr. Smith's viewpoint on the methods and subject matter of geometry. The book first discusses the reasons for the

study of geometry, and the discussion is sane and liberal. Following this is a brief history of the subject, touching only on points of some importance. The rest of the book is taken up with a discussion of methods, and a rather full discussion of the subject matter, definitions, axioms, and propositions. The part on the subject matter is quite closely in accordance with recent committee reports, notably with that of the National Geometry Committee of Fifteen of which Dr. Smith is a member.

In some of the discussions of methods there is a touch of dogmatism, for, on many of the mooted questions, one may express an opinion, but can hardly claim the right to decide with certainty, since the experience of others may give equal force to arguments on the other side. A rather amusing logical oversight occurs when the author condemns the book that does not contain full proofs, on the ground that, as the proofs could be obtained from other texts, such books encourage dishonesty, and then later, in speaking of methods with a full text, says "It is usually a good plan to give the easier propositions as exercises before they are reached in the text, where this can be done," although the proofs are evidently in the same book.

Although Dr. Smith qualifies his use of design by such expressions as "Teachers who feel it necessary or advisable to go outside the regular work of geometry for the purpose of increasing the pupil's interest or of training his hand in the drawing of figures . . .," his book shows to some extent the influence of the movement toward concrete settings for geometric exercises. That he does not intend this to be overdone is clear to one reading the book carefully, but might not be clear to the casual reader.

**Diary and Time Saver for 1912.** Chicago: Laird and Lee. 25 cents.

A very useful and inexpensive diary, better than some that cost twice as much.